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ABSTRACT

This eleventh of 14 curriculum modules in the Family and Community Services Occupational Education Modules series deals with chemical dependence. It is intended to make students aware that chemical dependence takes many forms for all age groups. Basic knowledge of drugs and the effect of use is included, and students are encouraged to examine their values in relationship to drug use. Referral and assistance methods for chemically dependent clients are discussed. Each of the three competencies covered in this module encompasses a number of objectives, suggested strategies for student experiences, and references and resources. Supplemental material for strategies, such as handouts, self-evaluation devices, and case studies, are found in the appendix. A listing of additional references for the teacher is also provided. Other materials include an achievement test with answer key and matrix indicating competencies tested with Bloom's taxonomy level for items. (YLB)

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Family and Community Services

MODULE XI

CHEMICAL DEPENDENCE

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CURRICULUM MODULES

- I. Securing Employment (Office of Education)
- II. Self Development and Understanding
- III. Roles and Responsibilities in Family and Community Services Occupations
- IV. Resources, Facilities, and Personnel in Family and Community Services
- V. The Helping Process
- VI. Physical, Psycho-Social, and Economic Needs of Various Target Groups
- VII. Care of the Individual
- VIII. Decision-making and Management
- IX. Care of Home, Equipment, and Possessions
- X. Crisis and Emergency
- XI. Chemical Dependence
- XII. The Family: Functions and Structures
- XIII. Death and Dying
- XIV. Ethics and Morality

How To Use the Modules

1. Select competencies which you believe your students should have when completing the course and/or work experience.
2. Examine the objectives and select those appropriate for your students.
3. Read the strategies and select those which are suitable for your students, your facilities, and your own abilities and knowledge.
4. Examine resources and appendix to determine what needs to be reproduced and/or ordered. You may have student texts or other materials which can be substituted for those listed in the Modules. (You all know that films and books need to be ordered far in advance of use.)
5. Read the test and revise it to include only those sections which relate to the competencies you have selected. If you do not agree with the key, modify or eliminate the item. When the test is revised, numbering will have to be changed. Please note that one answer gives one point. There are no 1/2 or 1/4 point items in the tests. The matrices which indicate the competencies and taxonomy level for groups of items are only approximate and must be related to your individual application of the materials.
6. Add to and eliminate at any point in the use of the materials. The curriculum modules have been developed as supportive devices to help you utilize your experience, knowledge, and creativity. Students will also have ideas for strategies and resources from their own experience.
7. Proceed with teaching, learning and evaluating. Evaluation and adjustments should be continuous. As you know, what works with one group of students may not work with another group. One Module might be appropriate this year, but not next year and appropriateness of the components of the Modules will change also.

Some Overall Reminders

1. Preview films before showing.
2. Read text before assigning.
3. Order materials and films during school year preceeding the course if possible.
4. Read test items and key before administering test items.
5. Do not use Modules as lesson plans.
6. Know your community and students.
7. Utilize resource people.
8. Plan your Family and Community Services course in the full context of your program. Some competencies may have been learned in other courses. If suitable, you may establish prerequisites such as a Food and Nutrition or Child Development course.

Family and Community Services
MODULE XI - Chemical Dependence

Competencies:

1. Understand the effects of various types of chemical dependence

Objectives:

- 1.1 Identify various types of chemical dependence and degrees of dependence

- 1.2 Recognize that chemical dependence occurs across various cultural, socio-economic and age groups

Suggested Strategies. Students will:

- 1.1.1 Brainstorm about the meaning of "chemical dependence"
- 1.1.2 Read about drugs and decision-making
- 1.1.3 Read about and discuss types of chemical dependence (alcoholism, drug abuse, medication overdose, etc.), types of chemicals people depend on, and degrees of dependence.
- 1.1.4 Fill out a worksheet on categories of drugs
- 1.1.5 Do "Quiz Yourself on Facts About Alcohol"
- 1.2.1 Read or listen to discussion and statistics on occurrence of chemical dependence
- 1.2.2 View filmstrip(s) on wide use of drugs

References and Resources:

- 1.1.2 Sasse, Connie R., Person to Person, 1975. Chas. A. Bennett, Inc., Peoria, IL 61614. Chpt. 5, pp. 80-98.
- 1.1.3 "Social Drinking" (free pamphlet) p. 1-3, 13
Bureau of Alcohol and Other Drug Abuse
Dept. of Health & Social Services
Rm. 523, 1 West Wilson St.
Madison, WI 53702

"Some Little-Known Facts About Drugs and Alcohol"
Do-It-Now
P. O. Box 5115
Phoenix, AZ 25010
See Appendix for additional titles
- 1.1.4 Appendix: "Worksheet: Drug Dependence"
Also see 1.1.4 "Teacher Resource"
- 1.1.5 Appendix: "Quiz Yourself on Facts About Alcohol" with key and discussion
- 1.2.1 Suggestions for teacher:
 - a) Contact local organization representatives for up-to-date data
 - b) Kit "Package on Youth" with posters from: Dept. of HEW
Nat'l Clearinghouse for Alcohol Information
P. O. Box 2345
Rockville, MD 20852
(single copy free)
 - c) "Alcohol is America's #1 Drug Problem"
Am. Council on Alcohol Problems
119 Constitution Ave., NE
Washington, D. C. 20002
- 1.2.2 Filmstrip and Cassettes
"Alcohol: America's Drug Choice"
AVNA, Box 398
Pleasantville, N. 10570

Competencies:

1. (continued)

Objectives:

1.2 (continued)

1.3 Discuss the effects of chemical dependence physically, emotionally, socially, and financially

2. Be aware of personal behavior and attitudes concerning chemical dependence

2.1 Examine value; related to chemical dependence

2.2 Identify personal attitudes and behaviors toward chemical dependence

Suggested Strategies. Students will:

- 1.2.3 Work in small groups to develop graphs and/or posters to depict the use of drugs according to various age and socio-economic groups
 - 1.3.1 Work in four small groups and discuss how chemical dependence affects:
 - Group I - Physical health
 - Group II - Human Relationships
 - Group III - Employment
 - Group IV - Mental and emotional health
 - 1.3.2 Groups report to class and then discuss how the effects interact: How health affects human relationships, human relationships affect employment, etc.
 - 1.3.3 Listen to speakers describe the effects of chemical dependence
 - 1.3.4 View filmstrips and discuss the effects of specific chemical dependence
-
- 2.1.1 Fill in the "Val-U-Quiz" and discuss with class and teacher
 - 2.2.1 Write case studies of people using various drugs. Exchange case studies and tell how you feel about the person described

References and Resources:

- 1.2.3 Teacher provide many references from list after the appendix
 - 1.3.3 Suggested speakers:
Social workers, police officers, mental health workers, medical doctors, parents, guidance counselor
 - 1.3.4 Filmstrips with Cassettes
Guidance Associates
Communications Park, Box 300
White Plains, NY 10602
 - 1. Emphysema
 - 2. Smoking
 - 3. Bourban in Suburbia
 - 4. Smoking, It's Your Choice
 - 5. Tobacco
 - 6. The Time to Stop is Now
 - 7. Stimulants
 - 8. Sedatives
 - 9. Alcohol
 - 10. Alcohol: The Social Drug/
The Social Problem
-
- 2.1.1 Appendix: "Val-U-Quiz"

Competencies:

3. Know ways to assist, and refer the chemical dependent

Objectives:

- 3.1 Identify resources and agencies available for giving assistance to the chemically dependent
- 3.2 Be aware of ways to assist the chemically dependent and their families

Suggested Strategies. Students will:

- 3.1.1 List agencies and resources that will give assistance to the chemically dependent
- 3.1.2 Get information about these agencies by mail or by visiting them and make a class chart giving
 - 1) Title of agency
 - 2) Function and who can be helped, and
 - 3) Telephone number and address
- 3.2.1 Work in groups of two or three and dramatize the situation handed to you. The class will discuss the mini-dramas and suggest other ways it might be dramatized
- 3.2.2 View films and do reading assignments which answer class questions

References and Resources:

- 3.1.1 Check phone book, hospitals, churches and social services for agencies and resources
- 3.1.2 Teacher should duplicate chart so each student has a copy
- 3.2.1 Appendix: "Mini-Dramas for Human Service and Drug Dependence"
(Mini-Dramas may also be used as stories for discussion and for value analysis)
- 3.2.2 Teacher should select materials most appropriate for the community, the students, and the work stations. Suggestions are found at end of the Appendix

Student References for Chemical Dependence

Do-It-Now Publications
P. O. Box 5115
Phoenix, AZ 25010

Phone: (602) 257-0797

"Gunk: All about Drugs and Pollution"
"Valium and Librium"
"Qualudes and Sopors"
"Medical Uses of Cannabis"
"Aspirin: Uses and Abuses"
"Drug Abuse: A Realistic Primer for Parents"
"Tobacco Abuse"
"True Facts About Sniffing"
"All About Cocaine"
"Junk and You" (Heroin)
"All About Downer Drugs"

The Wisconsin Clearinghouse for Alcohol and Drug Information
1954 E. Washington Avenue
Madison, WI 53704

Phone: (608) 263-2797

- a) "Mood Altering Chemical Series"
(includes alcohol, amphetamines, barbituates, caffeine, cannabis, cocaine, inhalants, LSD, MDA, opiates, PCP, tobacco and tranquilizers).
- b) "An Introduction to Mood-Altering Drugs" p. 9-10.
(Drug Dependence)

Worksheet: Drug Dependence

Part 1: Define the following terms:

- a) Narcotics
- b) Depressants
- c) Stimulants
- d) Hallucinogens
- c) Cannabis

Part 2: Categorize the following drugs under 1 of the 5 categories listed in Part 1.

Amphetamines

Barbituates

Cocaine

Hashish and Hashish Oil

Heroin

LSD

Marihuana

Mescaline

Morphine

Teacher Resource

Definitions for Categories of Drugs

1. Narcotic - opium and its derivatives - morphine, codeine, heroin, substitutes like methadone (heroin substitute) and neperidine, produce tolerance and dependence, psychologically and physically
2. Depressant - hypnotic or sleep inducing drugs like barbituates, glutethimide, methaqualone, benzodiazepines and meprobamate, chloral hydrate
3. Stimulants - stimulate the Central Nervous System, "uppers", relief from fatigue, increased alertness and energy, extend wakefulness, cocaine, amphetamines, Phenmetrazine, Methylphenidate
4. Hallucinogen - natural and synthetic substances that distort the perception of objective reality, produce sensory illusions making it difficult to distinguish between fact and fantasy
 - effects are unpredictable from time to time
 - LSD, mescaline, Psilocybin - Psilocyn, MDA, PCP
5. Cannabis - plant cultivated for hemp; THC is the principal psychoactive substance: it may intensify reactions; marihuana, hashish

Quiz Yourself On Facts About Alcohol

DIRECTIONS: Read each statement and decide if it is True or False. Put a T in the blank by the statement if you think it is true, and an O in the blank of the statements you think are false.

- ___ 1. Alcohol is a drug.
- ___ 2. Alcohol is a food.
- ___ 3. In the body, alcohol is digested just as food is.
- ___ 4. In the body, alcohol is burned up just as food is.
- ___ 5. Because it is a stimulant, alcohol tends to pep a person up.
- ___ 6. Everybody's body reacts the same way to the same amount of alcohol.
- ___ 7. Alcoholic beverages can be fattening.
- ___ 8. Alcohol in any quantity will damage organs in the human body.
- ___ 9. A person can die of alcohol poisoning.
- ___ 10. All alcoholic beverages are equally strong.
- ___ 11. Liquor taken straight will affect you faster than liquor mixed with water or soda in a highball.
- ___ 12. You'll get drunker on vodka or gin or rum than on the same amount of whiskey.
- ___ 13. Switching drinks will make you drunker than staying with one kind of whiskey.
- ___ 14. You can sober up quickly by drinking black coffee and dousing your head with cold water.
- ___ 15. It's risky to drive a car right after having a drink.
- ___ 16. Drunkenness and alcoholism are the same thing.
- ___ 17. Anyone who drinks at all is likely to become an alcoholic person.
- ___ 18. Alcoholic individuals can be helped.
- ___ 19. There are certain symptoms to warn people that their drinking may be leading to alcoholism.

Key and Discussion for
"Quiz Yourself on Facts About Alcohol"

1. TRUE - Alcohol is a special type of drug; it affects the nervous system after it reaches the brain.
2. TRUE - Alcohol is called a food because it contains calories. But it is not a proper substitute for the usual foods in a balanced diet since it is almost completely lacking in the many other nutrients needed for growth and maintenance of good health.
3. FALSE - Alcohol does not have to be digested slowly, as most other foods must be, before reaching the blood stream. Alcohol is immediately absorbed into the blood, passing directly through the walls of the stomach and the small intestine. The blood rapidly carries it to the brain. This is why alcohol may affect a drinker so quickly.
4. TRUE - The body burns up alcohol through the process of oxidation - a series of chemical changes that enables food to release energy. Oxidation takes place mostly in the liver, which needs about 1 hour to burn up 1/2 ounce of alcohol; this is the amount contained in one average highball, one glass of wine, or one can of beer. Meanwhile, the unoxidized alcohol remains in the blood stream and continues to have an effect on the brain.
5. FALSE - Alcohol is generally a depressant, not a stimulant; but sometimes a drinker imagines that he is being pepped up. This is why:

Alcohol's first effect on the brain is to slow down the brain area that controls judgment and thought. Thus, alcohol may interfere with a person's normal ability to do certain mental tasks: to remember; to understand; to reason; to make decisions.

In slowing down this area, alcohol releases the drinker's inhibitions which usually guard his behavior. Since he is less inhibited, more relaxed, he may at first feel unusually free and easy and gay. But his nervous system is being depressed, not stimulated; and this depressant action increases if the person continues to drink.

Alcohol also tends to slow down the brain area that controls muscular coordination. Thus, alcohol may also interfere with a person's normal ability to do certain physical tasks: to coordinate movement of his arms and legs; to speak clearly; to balance himself.

If a person takes in alcohol faster than his body can oxidize it, the alcohol concentration in his blood will increase. As the alcohol concentration builds up, his reactions become less and less dependable when he tries to reason, to remember, to coordinate the muscles that help him to stand, move, drive. With the depressant action increasing, relaxation may give way to feeling

high, then drunk, and finally - if he continues to drink - to passing out.

6. FALSE - Reactions to alcohol vary tremendously. Different people react differently to the same amount of alcohol. Even the same person may react differently to the same amount of alcohol under different circumstances.

Reactions depend on many complex factors. A person may be influenced by physical factors: how fast he drinks; whether he has eaten; the type of beverage; his body weight; his body chemistry. He may also be influenced by psychological factors: the situation he's in; his mood; his attitude toward drinking; his drinking experience.

7. TRUE - Alcohol is higher in calories than sugars and starches, although lower than fats. An ounce of liquor contains about 70 calories, the equal of a fried chicken drumstick. A 12-ounce can of beer contains about 150 calories, the equal of one frankfurter. The calories in alcohol can contribute to overweight. However, if alcohol is substituted for a balanced diet, the person may suffer from malnutrition.
8. FALSE - Moderate amounts of alcohol usually do not harm body organs in the well-nourished person. But large amounts and high concentration of alcohol may lead to irritation or inflammation of parts of the digestive system; prolonged and heavy drinking may seriously affect the heart, liver, stomach and other organs.
9. TRUE - If a person rapidly gulps down an unusually large amount of alcohol (more than a pint), it may kill him.
10. FALSE - Alcoholic beverages are made from two different processes - fermentation and distillation. Distillation creates beverages containing higher concentrations of alcohol.

Wines and beers are fermented beverages. Most beer made in the United States contains about 4 percent pure alcohol. Ordinary table wines (such as burgundies, sauternes) contain up to 14 percent pure alcohol. Dessert or cocktail wines (ports and sherries, for instance) are fortified with extra alcohol, increasing the alcohol content to 18 or 21 percent.

Liquors are distilled beverages: rum, gin, vodka, brandy, and whiskey (rye, bourbon, Scotch). Liquors usually contain between 40 and 50 percent pure alcohol. In this country, a liquor is labeled by its "proof," which is double its alcoholic strength; "80 proof" means 40 percent alcohol, while "100 proof" means 50 percent alcohol.

11. TRUE - Straight liquor reaches the brain faster because it is absorbed into the blood stream faster than liquor which is diluted.

But when liquor is diluted, what you use as a mixer has an influence on absorption of the alcohol. The carbonation in soda or ginger ale will speed the passage of the alcohol through the stomach. Thus, the alcohol in liquor diluted with water is absorbed most slowly; the alcohol in liquor diluted with soda is absorbed somewhat faster; the alcohol in straight liquor is absorbed fastest of all.

12. FALSE - The flavor of the liquor does not affect the drinker. It's the alcohol content that affects him. Each liquor has a different flavor because each is made from different ingredients. Whiskey is made from grain such as corn, barley, rye; vodka from corn, other cereals, and potatoes; rum from molasses; gin from alcohol flavored with juniper berries.

But all ordinary liquors have roughly the same alcohol content. With most vodkas, gins, whiskies, rums, 1 ounce contains about 1/2 ounce of pure alcohol.

13. FALSE - Switching, or mixing, won't make you drunker because the degree of drunkenness is determined by the total amount of alcohol your blood absorbs, not by the flavor of the beverage. However, for some people switching is more likely to cause nausea and vomiting, possibly because of the different flavorings and mixers used.
14. FALSE - Nothing can speed the sobering up process because your body oxidizes alcohol at a steady rate. Coffee can help keep you awake, but it won't improve your judgment or sharpen your reactions. A person who is drunk can only wait for his liver to burn up the alcohol, at the rate of about 1 hour for every 1/2 ounce of alcohol he has drunk.
15. TRUE - Under certain circumstances, one drink may affect a driver's judgment, may interfere with his normal alertness, especially if he is an inexperienced driver or an inexperienced drinker. He may become overconfident, careless, more likely to take chances - running through a red light, passing on a curve, speeding. To be absolutely safe, anyone should wait at least an hour, after having a drink, before he drives. If he cannot wait, he should find a nondrinker to take the wheel.
16. FALSE - Drunkenness is temporary loss of control over one's reactions and behavior while drinking alcohol. Anyone who drinks immoderately at one time or another may become drunk.

Alcoholism is a serious illness. The alcoholic person loses control of his drinking. He is dependent on alcohol; and his drinking interferes with some vital part of his life - his work, his family, his emotional or physical health. He may feel that drinking offers him not only escape, but actually the only satisfaction he can find in life.

17. FALSE - Out of about 80 million people in the United States who use alcohol, 9 million are estimated to be alcoholic persons. Doctors do not know why some people become alcoholic; most experts believe that it is a combination of physical, psychological, and sociological causes. The person who drinks to escape from his emotional problems and the pressures of everyday living is probably more likely to become an alcoholic individual.
18. TRUE - In many cases true. Medicines and psychiatric treatment are used by doctors to help the alcoholic person stay sober and learn to handle his problems effectively without alcohol. Many people have also been helped by Alcoholics Anonymous, by religious guidance, and by vocational rehabilitation workers. But no single method of treatment works for everyone.
19. TRUE - These signs may be warnings: The person's drinking increases, especially his drinking alone. He may seek excuses to drink, or drink on the sly, or need to drink early in the morning. He may gulp drink after drink. He may "black out." (This is temporary loss of memory, not loss of consciousness.)

At this point, a person may be treated effectively if he consults his physician or minister, or a counselor, psychologist, or psychiatrist. Without treatment, he faces uncontrolled drinking, frequent drunkenness, and addiction to alcohol.

VAL-U-QUIZ

- A) Which of the following people would you be more concerned about?
- ☐ One who drinks a six-pack of beer per day with seemingly little emotional effect?
 - ☐ One who drinks two cans of beer per day and seems to change his/her personality after drinking
 - ☐ One who gets quite drunk about twice a month
- B) If you discovered your closest friend were drinking large amounts of alcohol and chose to stay intoxicated most of the school day, would you be most likely to:
- ☐ Suggest that (s)he get professional help
 - ☐ Tell his/her parents if your friend ignores your mentioning (s)he seek help
 - ☐ Bring him/her to a hospital for help the next time (s)he gets intoxicated
- C) Do you think the schools should:
- ☐ Teach only the dangers of alcohol
 - ☐ Teach the possible good and bad aspects of drinking
 - ☐ Just mention how alcohol affects the body and make no other judgments about its use
 - ☐ Teach students how to drink responsibly
 - ☐ Just teach about alcoholism, not casual drinking
- D) From what you have read and heard about alcohol over the past few years, which of the following do you think alcoholism should be called?
- ☐ A syndrome
 - ☐ An emotional disorder
 - ☐ A disease
 - ☐ A condition
- E) In your state, at what age do you honestly think alcohol should be legally bought and publicly consumed?
- | (Beer and Wine) | (Hard Liquor) |
|---|---|
| ☐ any age (should be left up to parents) | ☐ any age (should be left up to parents) |
| ☐ 15 or 16 | ☐ 15 or 16 |
| ☐ 17 or 18 | ☐ 17 or 18 |
| ☐ 19 or 20 | ☐ 19 or 20 |
| ☐ 21 | ☐ 21 |
- F) If you dated a boy/girl who drank on the first date, would you:
- ☐ Like him/her better
 - ☐ Think nothing of it
 - ☐ Tell him/her you would rather (s)he did not drink
 - ☐ Not date them again
 - ☐ Drink with them

G) At present, how do you value the use of alcohol in your own life?

- ☐ I value it quite highly; it is important to me
- ☐ I value it as a social link, but don't really need it
- ☐ I value it strictly as a beverage, but I don't really need it
- ☐ I do not value it at all for my personal use

H) How do you think your parents might complete this statement? Alcohol at an adult party is:

- ☐ needed so people get slightly intoxicated and experience a particular feeling they are looking for
- ☐ needed just because people loosen up a little and talk better
- ☐ needed just to be sociable
- ☐ not really needed at all
- ☐ usually does more harm than good

Mini-Dramas
for Human Service and Drug Dependence

Mini-Drama I

Players: Child Care Day-worker
Alcoholic mother
Four-year-old child

Situation: The day-care worker arrives to care for the child and finds the child begging the mother to stay home and the mother yelling and slapping the child. Dramatize this and the next two or three minutes.

Mini-Drama II

Players: Aide in a nursing home
Registered nurse
Old person

Situation: The aide enters the old person's room and finds the person lying on the floor talking gibberish, looking confused, and bleary-eyed. The nurse is in the hall. Dramatize this and the next three or four minutes.

Mini-Drama III

Players: Household helper
Owner of the home

Situation: The household helper arrives to do the weekly cleaning at 8:00 A.M. She starts by emptying the wastebaskets and when she gets to the bedroom, her employer is lying half on the bed, half off and there is a suicide note. The employer is breathing. Dramatize this situation and the things which should be done.

Mini-Drama IV

Players: Baby-sitter
Father of baby

Situation: It is 2:00 A.M. and the baby is asleep. The father has just arrived and it is obvious he is drunk. He insists on driving the baby-sitter home. Dramatize this and how the baby-sitter might handle it.

Mini-Drama V

Players: Home care aide
Elderly woman

Situation: The home care aide arrives at the home of the elderly couple to help them with their chores and she finds the woman sobbing. The social worker has just taken her husband away. He had been drinking heavily and abusing her. Dramatize how the home care aide and the elderly woman might behave.

Films: Chemical Dependence

Available from: Bureau of Audio-Visual Instruction
1327 University Avenue
Madison, WI 53706
(608) 262-1644

DRUGS

"Decision for Mike" - 13 min., color
"Drug Abuse" - 8-5 min. films, color
"Drug Abuse-One Town's Answer" - 23 min., color
"Drugs and the Nervous System" - 18 min., color
"Drugs: Facts Everyone Needs to Know" - 29 min., color
"L.S.D. Insight or Insanity" - 10 min., color
"Up Pill, Down Pill" - 23 min., color

ALCOHOL

"Drinking: How Will Charlie Handle It?" - 14 min., color
"To Your Health" - 10 min., color
"Go Sober and Safe" - 28 min., color

SMOKING

"Getting Through" - 20 min., B/W
"Smoke, Anyone?" - 9 min., color
"Too Tough To Care" - 18 min., B/W
"Is Smoking Worth It?" - 16 min., color

Chemical Dependence

Miscellaneous Resources (Pamphlets)

1. "Too Young" - A. A. World Services, Inc.
Box 459 Grand Central Station
New York, NY 10019
2. "Alcohol Abuse & Women - A Guide to Getting Help" Publication #ADM76-358
U. S. Dept. HEW
U. S. Government Printing Office
Washington, D. C. 20402
3. "The Alcoholic Husband"
"A Letter to a Woman Alcoholic"
Alcohol Information and Referral Center
31 South Henry St.
Madison, WI 53703
(608) 251-2341
4. "Alcohol - Some Questions and Answers" pp. 11-12
National Institute on Alcohol Abuse & Alcoholism
5600 Fishers Lane
Rockville, MD 20857
5. "APEC'S Family Program"
Alcoholism Program and Education
Center - Madison General Hospital
202 South Park Street
Madison, WI 53715
(608) 267-6291
6. Division of Vocational Rehabilitation - Alcoholic Unit
1 South Park Street
Madison, WI 53715
(608) 266-8867
7. "Drugs and the Law"
Wisconsin Substance Abuse Clearinghouse
1954 East Washington Avenue
Madison, WI 53704
(608) 263-2797
8. "How Many Drinks Make an Accident? What's the Difference a Drug Makes?"
WDOT Office of Highway Safety
P. O. Box 7916
Madison, WI 53707
(608) 266-2061
9. "How Alcohol Affects the Body" #3
"What the Body Does With Alcohol" #4
Distilled Spirits Council of the U.S., Inc.
1300 Pennsylvania Bldg.
Washington, D.C. 20004

10. "Drugs-Use, Misuse, Abuse" - #FL515
"You and Your Alcoholic Parent" - #FL506
"How to Help the Alcoholic" - #FL452
"The New Alcoholic Teenager" - #FL499
"Drinking on the Job: The \$15-billion Hangover" - #SI544
"What You Should Know About Drug Abuse" - #SI550
Public Affairs Pamphlets
381 Park Avenue South
New York, NY 10016
11. "The Alcoholic American"
Wisconsin Physicians Service
1717 W. Broadway
Madison, WI 53713
(608) 221-4711
12. "The Female Alcoholic"
Addiction Research Foundation of Ontario
33 Russell Street
Toronto M5S 2S1 Ontario
13. "The General Hospital and the Alcoholic"
Massachusetts Department of Public Health
755 Boylston Street
Boston, MA 02116
14. "This is A.A."
"The A.A. for Women"
Alcoholics Anonymous Publication 6
Wisconsin Physicians Service
1717 W. Broadway
Madison, WI 53713
(608) 221-4711
15. "Someone Close Drinks Too Much"
"A Guide to Alcohol Programs for Youth" - Pub. No. ADM77-437
U. S. Dept. HEW
U. S. Govt. Printing Office
Washington, D.C. 20402
16. "Where to Get Help for Alcohol and Other Drug Abusers in Wisconsin"
Department of Health & Social Services
1 West Wilson St., Rm. 523
Madison, WI 53702
(608) 266-2717
17. "Youth and the Alcoholic Parent"
(Al-Anon Family Groups)
Al-Anon P. O. Box 102
Madison Square Station
New York, NY 10010

Reference Sources

Al-Anon Family Groups
115 East 23rd Street
New York, NY 10010

"Alcohol: A Socially Accepted Drug"
APEC/Madison General Hospital
202 South Park Street
Madison, WI 53715
(608) 267-6291

Alcoholics Anonymous
P. O. Box 459
Grand Central Station
New York, NY 10017

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Highlights from: Drug Use Among American High School Students 1975-77.
National Institute on Drug Abuse
5600 Fishers Lane
Rockville, MD 20857

National Clearinghouse for Alcohol Information
Box 2345, Dept. 10
Rockville, MD 20852

National Council on Alcoholism, Inc.
2 Park Avenue South
New York, NY 10016

Veterans Administration
Alcohol and Drug Dependent Services
810 Vermont Avenue, N.W.
Washington, D. C. 20420

Wisconsin Clearinghouse for Alcohol and Drug Information
1954 E. Washington Ave.
Madison, WI 53704
(608) 263-2797

Final Examination, Mod XI

Chemical Dependence

Competencies	Items					
	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	1-11		12-27			
2		44-49	28-33			
3			34-43			

Key: Chemical Dependence

1. D	24. X	44. E
2. A	25. O	45. F
3. B	26. X	46. B
4. C	27. X	47. D
5. E		48. C
	28. X	49. A
6. E	29. O	
7. A	30. X	
8. B	31. X	
9. F	32. X	
10. D	33. X	
11. C		
	34. O	
12. X	35. X	
13. O	36. X	
14. O	37. X	
15. X	38. X	
16. X		
17. X	39. O	
18. X	40. X	
19. O	41. O	
20. O	42. X	
21. X	43. O	

Student Name _____

DIRECTIONS: Place the letter of the term which is defined in the blank provided.

<u>Definitions</u>	<u>Terms</u>
_____ 1. The body needs the drug to function and will go through withdrawal if the drug is stopped.	A. Depressant
_____ 2. Drug that slows you down	B. Drug
_____ 3. Substance which, when taken into your body, will cause changes in the way your body works and the way you feel	C. Mood-altering Drugs
_____ 4. Affects your mind and nervous system	D. Physical Dependence
_____ 5. Craving for repeated use of an agent because the effects are deemed pleasurable	E. Psychological Dependence
	F. Stimulant

DIRECTIONS: Functions of drugs are listed in Column I and the common word for the "kind" of drug is listed in Column II. Read the function, select the kind of drug which has that function, and place its' letter in the blank provided.

<u>Column I</u> <u>Functions</u>	<u>Column II</u> <u>"Kind" of Drug</u>
_____ 6. Mood changer which speeds the heart and breathing rates, influences reproduction in women and is known to be related to cancer	A. Alcohol
_____ 7. Acts as a depressant, first for thinking processes, then emotional reflexes and finally the muscle controlling sections of the brain. Especially harmful when combined with other drugs.	B. Depressant
_____ 8. Slows body processes, most often taken in pill form, sometimes called sedative	C. Hallucinogen
_____ 9. Speeds up the nervous system and gives a sense of well-being, curbs tiredness and sleepiness, and gives a feeling of excitement	D. Narcotic
_____ 10. Reduces hunger, thirst, and the sex drive. Produces a sense of euphoria followed by stupor, addictive	E. Nicotine
_____ 11. Mind-affecting and can produce rapid pulse and heart rate, shaking, chills. Distorts reality and perception. Cannot predict affect on an individual	F. Stimulant

DIRECTIONS: Place an X in the blank preceding statements which are TRUE and a Q in front of those which are FALSE.

- ☐ 12. Alcohol is a mood-altering drug.
- ☐ 13. Alcohol is a stimulant.
- ☐ 14. Lots of coffee and a shower can help to sober you up.
- ☐ 15. Four cans of beer can cause you to be a drunk driver in legal terms.
- ☐ 16. Eating affects the speed of getting drunk from alcohol intake.
- ☐ 17. Alcoholism is the most untreated illness in the United States.
- ☐ 18. Physical addiction involves chemical changes in the body.
- ☐ 19. Drugs supply nutrients for the body's use.
- ☐ 20. Alcohol addicts are the most numerous of all addicts in the United States.
- ☐ 21. Abuse of amphetamines can lead to mental illness.
- ☐ 22. Alcohol is sometimes prescribed for people who want to lose weight.
- ☐ 23. Heroin is a narcotic.

DIRECTIONS: Place an X in front of the phrases that are TRUE or correct, and a Q in front of those which are FALSE or incorrect.

Smokers are more likely than non-smokers to:

- ☐ 24. suffer stomach ulcers, and to have ulcers that heal slowly.
- ☐ 25. have children that are intellectually retarded.
- ☐ 26. be less fertile.
- ☐ 27. suffer lung complications after surgical operations.

The way you react to a drug depends on:

- ☐ 28. how much food is in your stomach.
- ☐ 29. your age.
- ☐ 30. what you expect the drug to do.
- ☐ 31. how you feel about yourself and the people around you.
- ☐ 32. your size.
- ☐ 33. your general health.

What first aid methods can be used for a person who has overdosed?

- ___ 34. Leave them alone
- ___ 35. Call doctor
- ___ 36. Keep the person warm and relaxed
- ___ 37. If possible, find out what the person overdosed on
- ___ 38. Notify the family

If you discover one of your clients in a nursing home is abusing drugs, you should:

- ___ 39. try to talk them out of it.
- ___ 40. report it to your supervisor.
- ___ 41. just ignore it.
- ___ 42. refer the client to an appropriate counselor.
- ___ 43. don't let the client be with others in the nursing home.

(Teachers might add a matching question to test students on knowledge of local agencies for assisting people who are chemically dependent.)

DIRECTIONS: Place the letter of the term defined in the blank provided.

<u>Definitions</u>	<u>Terms</u>
___ 44. A glass of wine to enhance a meal	A. Alcoholism
___ 45. Drinking and worrying alone	B. Ceremonial drink
___ 46. Toasting a speaker with liquor at a special occasion	C. Drug Addiction
___ 47. Taking more medication than prescribed	D. Drug and Alcohol Abuse
___ 48. Needing drugs continually to feel all right	E. Social drink
___ 49. Dependence on alcohol, loss of control over one's drinking	F. Solitary drink